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AUTHOR Bowers, Thomas A.; Cole, Richard R.
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ABSTRACT

To assist journalism educators in the development of spelling-grammar-punctuation examinations for their students, this paper traces the development of such an exam at the University of North Carolina at Chapel Hill. Descriptions of exam construction, administrative procedures, suggestions for exam improvement, and preliminary exam results are also included. Appended to the paper are copies of the first version of the authors' exam and their list of 700 commonly misspelled or misused words. (SW)

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How to Construct Your Own Exam

On Spelling, Grammar and Punctuation

By Thomas A. Bowers and Richard R. Cole

University of North Carolina at Chapel Hill

A paper submitted to the Newspaper Division for consideration for presentation at the Association for Education in Journalism national convention in San Diego, California, August 1974.

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The purpose of this paper is to assist journalism educators in the development of their own spelling-grammar-punctuation exam for their students. The paper traces the development of such an exam at the University of North Carolina at Chapel Hill.[1] It describes exam construction, administrative procedures, suggestions for exam improvement and preliminary exam results. Appended to the paper are a copy of the first version of the authors' exam and their list of 700 commonly misspelled or misused words.

The paper is presented with the hope that it will stimulate other journalism educators to take steps to correct the problems of poor spelling, grammar and punctuation which are so common among all college students today, and far too common not only among journalism students but also in student and professional newspapers.

Journalism educators do not need to be reminded that many students are poor spellers and lack knowledge of grammar and punctuation fundamentals. The point is driven home every time they grade students' written assignments or listen to editors complain that journalism graduates can't spell or write a decent sentence. There has been a tragic breakdown somewhere in the American educational system, a problem which is beyond the scope of this paper.

It is becoming increasingly apparent, too, that if the problem is to be solved, more and more of the burden for solving it will weigh on journalism educators. It seems tragic but nevertheless true that most college students spend too much time in English literature courses when they should be in basic composition courses. The same might be said of much of the English education in high school. Therefore, it becomes less and less feasible for journalism schools and departments to assume that students will learn these fundamentals in their English courses.

There is also the problem of student incentive to master spelling, grammar and punctuation. Most journalism students have aspirations to be reporters, yet there is

a misguided notion among many students that they will always have a copy desk to backstop them and correct their writing errors. They sometimes say, "Let the copy desk catch it." Editors today are less enamored with that line of thinking. Copy-editors are busy enough with their more important duties; it is inefficient for them to perform extensive surgery on rudimentary errors in reporters' copy.

Newspaper technology can make the problem more acute. In modern newspaper operations, reporters sometimes edit their own copy and sent it directly to the composing room. In days when reporters type stories into CRT's and other machines, some stories may bypass the copy desk altogether. Thus the burden of spelling and using the English language correctly will fall on the reporter more and more.

Faced with this problem, journalism educators have a number of options. For one thing, more stress can be placed on spelling, grammar and punctuation in the beginning newswriting or reporting course.[2] Obviously, most instructors are strict about such fundamentals. From our experience, however, students will correct such errors only when they are pointed out; far too many of them lack enough fundamental understanding even to find the errors. And it does not seem to be efficient for the instructor to devote considerable time to fundamentals of spelling and grammar when he should be devoting most of his time to problems of newsgathering and reporting.

Some schools have tried another solution: teaching a remedial course in spelling, grammar and punctuation. Since almost all journalism schools are faced with increasing enrollments and overworked facilities, however, it is not an efficient use of their resources to spend time on such courses.

From the standpoint of resource utilization, then, a good solution to the problem is to provide an incentive for the students to learn these fundamentals on their own.

Not only is that more efficient, but the motivation and the fact that the student is teaching himself usually will facilitate the learning and make the concepts stick with the student far longer.

The obvious incentive is to require students to demonstrate their mastery of spelling, grammar and punctuation by passing an examination on those concepts. In our case, the incentive is very real: students must pass the exam in order to receive credit for our introductory newswriting course. There is a further incentive: students' scores are posted in their permanent record and are made available to prospective employers. The employers who have seen the test are unanimous in their conviction that a passing score on the exam does represent mastery of necessary spelling, grammar and punctuation knowledge.

Exam Construction

Initially we decided to try a standardized exam of spelling, grammar and punctuation in the hope that some problems of reliability and validity would have been worked out. In addition, a standardized exam would save time and effort involved in constructing exam items. So the first semester we used the only relevant standardized test we could locate -- the New Purdue Placement Test in English. It did not prove satisfactory because some of the test's sections had nothing to do with spelling, grammar and punctuation and because some of the items on the test raised questions of conflict between "correct English" and "journalistic style."

Because of these problems, we set about to construct our own exam. Both of us already had large collections of student errors on written assignments; we expanded that file by asking other faculty members to give us lists of common spelling, grammar

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and punctuation errors they encountered in grading student work.

A list of 700 words often misspelled or misused (Appendix A) was compiled, printed and distributed to students in the beginning writing courses two weeks before the exam was given the first time. Students were told that all spelling items on the exam would be taken from that list of 700 words. No attempt was made to give students such a handout on grammar, but they were advised to study E. L. Callihan's Grammar for Journalists or other such works readily available in the journalism library.

We categorized our grammar items according to the general concept being tested: pronoun agreement, use of possessive case with gerunds, case of pronouns, agreement of subject and verb, verb forms and other miscellaneous items. The test included representative items from each of those and other categories. The items were in the form of sentences. Students had to indicate whether the sentence was correct or incorrect. The same procedure was used for the punctuation items and some of the spelling items. (See Appendix B for the complete test.)

For most of the spelling portion, each item was composed of four different words, possibly all correct or one of which might be misspelled. Fifteen separate spelling items were designed to test homonyms (principal and principle, compliment and complement, etc.) and other spelling within sentences. Grammar and punctuation items were mingled in the other portion of the exam.

The exam was circulated to all journalism faculty members for their comments; it was pretested on a group of graduate students. (Graduate students were used rather than undergraduates because of the possibility that undergraduates might pass on exam items to friends.) Minor adjustments were made, and the exam was administered.

How Our Students Performed on the Exam

Originally a faculty committee composed of the School of Journalism dean and ourselves worked out the exam concept. Three students were added to the committee shortly thereafter. In order to have access to all beginning students, it was decided to administer the exam to all students--both majors and nonmajors--enrolled in their first journalism writing course. A passing score was set as 70% of the items correct, although students on the borderline (67% through 69% of the items correct) would be considered special cases. The special cases might, with permission of the dean, receive a passing grade on the exam the third time they took it if they showed significant improvement over their earlier scores. It was also decided that nonmajors, if a failing grade on their exams became a barrier to their immediate college graduation, might become special cases.

The exam was given three times during the semester (in February, March and April): each "time" constituted two different periods on successive weekdays, the first period during the afternoon and the next one the following night. A paramount idea in administering the exam several times during the semester is to enable the student to improve his score and his knowledge. Thus students who fail the exam are urged to study the list of 700 words and books on grammar. In addition, they are informed of an office in another university department which offers remedial help in grammar and punctuation.

Approximately 90 students took the exam in February; slightly more than half passed. By the end of the semester, 11 students had failed the exam three times. Each received an Incomplete as his course grade in the first journalism writing course in which he was enrolled, and each has one calendar year to retake the exam until he passes. If he has not passed by then, his course grade will become a D, assuming that he passed the course otherwise.

Exam reliability. The exam itself proved to be reliable; the Kuder Richardson--20 reliability coefficient was .90.

The most common errors. Both parts of the exam (spelling and grammar-punctuation) gave students approximately the same amount of difficulty. This was determined by ranking the items from most difficult to least difficult in terms of the proportion of students answering each item correctly. Spelling and grammar-punctuation items were distributed evenly throughout this array.

At least one-fourth of our students misspelled the following 30 words; the words are listed from the most-misspelled to the least-misspelled:

supersede
occurrence
inoculate
principal and principle
judgment
commitment
accidentally
benefited
sparse
respondent
exhilarate
likable
liaison
canceled
weird
harass
kidnaped (AP style)
existence
sizable
Caribbean
preempt (The word was listed with no hyphen on the list of words to study.)
fiery
correspondent
naive
silhouette
credibility
desirable
forty
personnel
preceding

Several of those words (occurrence, commitment, principal and principle, weird, harass and the like) have been emphasized as difficult by journalism professors for many, many years; such words usually appear on spelling lists in stylebooks and textbooks. Those very words, however, are many of the ones students had the most difficulty with.

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The following ten grammar or punctuation co cepts caused the most difficulty; they are listed in descending order of difficulty:

1. Hyphens. Hyphens are perhaps the most confusing punctuation marks of them all. Using the hyphen when two or more words come together to form one adjective caused the most errors:

> He jumped over the four-foot fence.
> She worked on an NSF-funded project.

2. The use of "who" and "whom."

3. The use of the verbs "lie" (to recline) and "lay" (to put or place).

4. The use of "who' and "that."

5. Gerunds and the possessive form.

> The probability of your making the team is slim.
> The idea of his going to Chicago was discussed.

6. "Neither" and "nor" regarding subject-verb agreement.

> Neither Perry nor Wallace was there.
> Neither the teacher nor the students were there.

7. Position of the word "only."

> He went only to Japan. (correct)
> He only went to Japan. (incorrect)

8. Conjugation of the verb "to swim."

9. Commas and titles. A large number of students tend to omit the comma at the end of the appositive, as in "John B. Adams, dean of the School of Journalism, presided."

10. "Hanged' and 'hung."

> He hung the picture yesterday.
> The man was hanged at dawn.

Other often-missed items concerned the subjunctive mood, the use of "bad" and "badly" with sensory verbs, dangling participles, using a singular verb with "everyone" as the subject, and the realization that the word "media" is plural.

Discussion

We are not completely satisfied with our first exam version (Appendix B). We plan to continue to work to improve it. For one thing, since an exam will have to be given several times during each semester, we think it is advisable to have more than one version so that students do not become too familiar with the particular items used on one version. Then, too, there is the question of item difficulty and discrimination. Some of our items were correctly answered by more than 90 percent of the students. Such items are obviously too easy and should not be used on subsequent versions. Ideally, an item should discriminate between good and bad students; most of the students who correctly answer an item should be students who do well on the entire exam, and vice versa.

Information about item difficulty and discrimination can be obtained from "item analysis" computer programs[3] which should be available at most university computing centers. We used IBM answer sheets, and the machine which graded the answer sheets also punched IBM cards which were used for the item analysis.

In order to facilitate construction of additional versions of the test, we assembled a "pool" of possible test items in a looseleaf notebook, with items categorized by the concept tested. Each time the particular item is used, we attach the computer's item analysis to the page. Thus, we will be able to eliminate items which are too easy or which do not discriminate well. The process of test construction in the future will consist of our selection of an appropriate number of items from the "pool" and the addition of new items which have not been used previously. (See Appendix C for examples.)

This paper has been presented with the hope that it will encourage other journalism educators to develop their own tests and to institute programs for upgrading the spelling, grammar and punctuation of journalism graduates. The immediate benefit will be better student newspapers and better student work; the long-term benefit should be better journalists and hence better newspapers.

Footnotes

[1]See the authors' "North Carolina Test in Grammar-Spelling Wins Student Favor," Journalism Educator, April 1974, Vol. 29, No. 1, pp. 29-30. Much more than that short article, the current Newspaper Division paper reports on more recent developments in the authors' examination and takes a much more practical approach to the problem of test construction.

[2]See Dean Rea, "J-Schools Stress Grammar, Spelling Before Teaching News Gathering," Journalism Educator, October 1973, Vol. 28, No. 3, pp. 16-17.

[3]For a more complete discussion of item analysis, see John L. Griffith, "Item Analysis Improves Testing," Journalism Educator, July 1972, Vol. 27, No. 2. The author suggests that most teacher-made tests have difficulty indexes (proportion answering the item correctly) between 70 and 90 percent but that the ideal is approximately 50 percent. He also suggests that an item's discrimination index should exceed .20.

APPENDIX A

A

absence

absorption

accelerator

acceptance

accessible
accessibility

accident
accidentally

acclaim

accommodate

accompany
accompanying

accordance

accumulated

accustom

ache

achieve
achievement

acquaint
acquaintance

acquit
acquitted
acquittal

across

adjudicate

adjustable

advantageous

adventure
adventurous

advertising
advertisement

adviser (AP style)

aerial

aerosol

affect (verb)
effect (usually a noun meaning "result," but also a verb that means to bring about a result.)

affidavit

agree
agreeable
agreement

aggressive
aggressor

aid (to help)
aide (noun meaning assistant. Some newspapers now use "aid" for assistant.)

alien

allege
alleged
allegedly

allegation

allegiance

all right (no such word as "alright")

all-round (preferred over "all-around")

a lot (no such word as "alot")
allot (apportion)

altar (in a church)
alter (to change)

alleviate

altogether (adverb meaning wholly or entirely)
all together (adjective meaning in a group)

altruistic

amateur

among

analyze

annual

anonymous
anonymity

antecedent

anti (The "anti" words are not hyphenated: antilabor, antislavery, etc. Exceptions: when the second part of the word begins with a capital letter, as in "anti-American, or when the "i" is repeated, as in "anti-imperialist.")

anxious

anyone

apology
apologize

apparatus

appear
appearance

appellate

applicant

arboretum

argument

arouse

arraignment

ascend

asinine

assault

assent

assignment

assistance

assure
assured
assurance

athletics

attempt

attribute
attribution

audience

autopsy
autopsies

auxiliary

awful

awfully

awhile (adverb meaning for a short time; do not confuse with the article and noun "a while," as in "stay for a while.")

awkward

B

baccalaureate

bachelor

balloon

banquet

Baptist

barbarous
barber (he cuts hair)

barrel
barreled
barreling

basically

battalion

beginning

believe
believable

belligerent

benefit
benefited
benefiting

biscuit

blond (masculine)
blonde (feminine)

boundary

brilliant
brilliance

Britain

brochure

bulletin

bureau
bureaucratic

bus
buses (AP style)

C

calendar

campaign

cancel
canceled
canceling

candidate

cannot

capital (city)
capitol (building)

Caribbean

category
categorize

cavalry

cemetery

centennial

center on (Discussion centered on--not centered around--theory, or Discussion revolved around theory.)

change
changeable

chauffeur

choose (present tense)
chose (past tense)

Christian

chronology

cigarette

civility

civil libel

coed (no hyphen)

column

combat
combated
combating
combatant

commentator

commercial

commission

commit
committed
committing
commitment
committable
committal

committee

comparable

compatible

compel
compelled
compelling

compliment (for admiration, flattery)
complement (that which fills up or completes)

conceive

confer
conferred
conferring

conference

congenial

connoisseur

conquer
conquered
conqueror

consensus

conscience (He has a conscience.)
conscious (He is conscious.)
conscientious (faithful, devoted: He is a conscientious worker.)

contempt

continuing

control
controlled
controlling

convenient

cool
coolly

copyright
copywriter
corps

correspondence
correspondent

corrode

council (assembly), councilor(one "l" preferred), (member of assembly)
counsel (to advise, or a legal adviser), counselor (one who advises)

covenant

cover up (verb)
coverup (noun)

credibility

criteria (plural)
criterion (singular)

crucial

D

datum (singular)
data (plural)

defendant

defense ("defence" is British)
defensible

definite

delineate

demonstrator

descent

desire
desirable

desiccate

develop
development

diamond

diaphragm

diarrhea

dietitian, or dietici

dilapidated

dilemma

dilution

diphtheria

disaster
disastrous

disease

disappoint

disillusion

dissent

distorted

dissension

donate
donor

drown
drowned

drudgery

drunken
drunkenness

dual (pertaining to two)
duel (combat between two persons)

E

ebb
ebbed

ecstasy
ecstatic

Ecuador

electoral

eligible

embarrass
embarrassed

emphasize

endorse

equilibrium

equip
equipped
equipping
equipment

erroneous

eying, or eying

exaggerate

excite
excited
excitable
exciting

exhibit

exhilarate
exhilarated

exist
existence

exquisite

extraordinary

extravagant

extrovert

exuberance
exuberant

F

familiar

farther (for distance)
further (for abstract usages: degree, quantity, extent)

ferreted

fierce

fiery

fluorescent

follow up (verb)
followup (noun)

foremost

foresee

formally (in a formal manner)
formerly (previously)

forty

frantic

fulfill

G

gaiety

garage

garish

garrulous

gasoline

gaudy

genealogy

gist

glamour
glamorous

gorilla (ape)
guerrilla (pertaining to an irregular war)

government

grammar

grievance

guardian

H

harass
harassment

hemorrhage

hence

hierarchy

hygiene

hypocrite

hysterical

I

illegal

illegitimate

illicit

illiterate

illustrate

imagine
imaginary

immediate
immediately

impeach (to accuse or bring charges against, not to try and convict)
impeachment

impostor

inadmissible

inaugurate

incalculable

incidence (rate or range of occurrence or influence of something)
incidents (occurrences or events)

incompetent

incredible

indent

independent
independence

indict
indictment

indispensable

inevitable

infer (to derive by reasoning; to conclude or judge from premises or evidence)
imply (to suggest or indicate)

influential

inflammation

inherent

inject

injunction

inoculate

inseparable

insistence

instrumental

integral

integrate

integration

intellectual

intercede

interracial

interrogate

its (possessive)
it's (it is)

irregular

irrelevant

irreligious

irresistible

J

jealousy

judgment

judicial
judiciary
judicious

K

kerosene

khaki

kidnap
kidnaped (AP style)
kidnaping (AP style)

kimono

L

lead (metal)
led (past tense of verb "lead": He led the parade.)

legionnaire

legitimate

leisure

liability

liaison

license

likable

likelihood
likely

lose (misplace)
loose (not tight)

M

mailbox (one word)

maintain
maintenance

maneuver

master's degree (Use the apostrophe.)

mathematics

meander

meanness

media (plural)
medium (singular)

mesmerize

millionaire

miniature

missile

misspell

misuse

mite (minute "bug," or a little bit)
might (power)

mollify

monotonous

motion

municipal

murmur

N

naive

narcotic

narrative

nausea

nautical

necessary
necessitate

negative

negligence
negligible

neighbor

neither

neuter

newsstand

nickel

ninety

ninth

nitroglycerin

no one (two words)

nominal
nominally

non (The "non" words are not hyphenated: nondemocratic, nonmilitary, etc. Exception: when the second part of the word begins with a capital letter, as in "non-Germanic.")

notice
noticeable

nucleus

nutrition
nutritious
nutritive

nymphomaniac

O

oblige

obscenity

observer

obstacle

occasion
occasionally

occur
occurs
occurred
occurrence

offer
offered

opinion
opinionated

optimistic

outrageous

opportunity

P

pamphlet

panel
paneled
paneling
panelist

pantomime

prodigy

paralysis

parallel

paraphernalia

parishioner

particularly

pavilion

peddler

perceive

perjury

permissible

perseverance

personnel

perspective (noun meaning meaningful interrelationship)
prospective (adjective meaning in the future, potential, likely)

Philippines

physician

picnic
picnicking

piece (a separate portion)
peace (not at war)
peaceable

pierce

pigeon

planetarium

plaintiff

pneumonia

Portuguese

postpone

pre (The "pre" words are not hyphenated: preempt, etc. Exception: when the second part of the word begins with a capital letter, as in "pre-Germanic.")

precede
precedent

predominant (adjective)
predominate (verb)
predominantly

preempt

prefer
preferably
preference
preferred
preferring

prejudice

preliminary

premier (noun meaning head of the cabinet in France and some other countries, or adjective meaning first in rank)
premiere (first public performance of a film, play, etc.)

prerogative

prevalence
prevalent

primitive

principal (adjective meaning chief or foremost, and noun meaning, for example, a school principal or a chief actor in a play.)
principle (noun meaning canon or rule)

privilege

pro (The "pro" words are not hyphenated: prodemocratic proindustry, etc. Exceptions: when the "o" is repeated, as in "pro-orthodox," and when the second part of the word begins with a capital letter as in "pro-Austrian.")

proceed
proceeding
procedure

prodigy

pronounce
pronunciation

prophecy (noun)
prophesy (verb)

prosecutor

protagonist

prurient

psychology

publicly

Q

quadrant

qualify
qualification

quantify
quantity
quantitative

quarantine

quarrel

quarry

quash

quasi

queasy

quell

quench

querulous

queried
queries
query

questionnaire

quinine

quote
quotable

quotient

R

rarely

readable

realtor

receive

recipient

recommend

recommendation

recur (not "reoccur")

refer

referred

referring

regardless (not "irregardless")

reject

relevance

relevant

repetition

repetitious

representative

respondence

respondent

restaurant

retinue

revenue

rheumatism

rhythm

S

sacrilegious

salable

sandwich

satellite

schedule

scheduled

scheduling

scholastic

seize

sentinel

separate

sheriff

siege

signal

signaled

signaling

silhouette

similar

similarity

sizable

ski

skied

skiing

skillful

slough (example: "to slough off," pronounced but not usually spelled "sluff")

soliloquy

soliloquies

sophomore

sophomoric

sparse

spiral

spiraled

spiraling

stationary (not moving)

stationery (writing paper)

stake (pole driven in the ground or a vampire's heart)

steak (meat)

strait jacket

sub (The "sub" words are not hyphenated: subdepartmental, etc. Exception: when the second part of the word begins with a capital letter, as in "sub-Atlantic."

subpoena

succeed

success

successful

supersede

surprise

susceptible

syllable

symmetry

symphony

synonymous

T

tendency

their (possessive)

there (adverb telling where)

thorough

thoroughly

through

tie

tied

tying

till ("until" is also correct)

tonsillitis

total

totaled

totaling

tournament

toward (preferred over "towards," which is more British)

tragedy

transfer

transferred

transferring

transferal

travel

traveled

traveling

traveler

tri (The "tri" words are not hyphenated: triweekly, etc.)

truly

tyrant

U

ukulele

undoubtedly

unnecessary

until ("till" is also correct)

usable

usual

usually

V

vacuum

vengeance

verifiable

vicious

vilify

villain

voyage

voyageur

voyeur

W

waive (to give up)

wave (a sea wave or "He waved at me.")

Wednesday

weird

wherever

wholly

wield

wiener

wintry

Y

yield

yogurt

Z

zany

zeal

APPENDIX B

School of Journalism

Spelling and Grammar Test

FORM A

Spelling I

In some of the following groups of words, one word is spelled incorrectly; in some groups, no words are spelled incorrectly. For each group of words, indicate the word that is spelled incorrectly or indicate that all words are spelled correctly. Do this by marking the appropriate space on the answer sheet. DO NOT MAKE ANY MARKS ON THIS TEST BOOKLET.

For example, look at the following group of words.

1 accordian
2 barber
3 cannot
4 distorted
5 none of the above

Since the word "accordian" is spelled incorrectly, you would have marked the space "1" on the answer sheet.

Look at the following group of words.

1 always
2 buy
3 cantaloupe
4 decisively
5 none of the above

Since all words are spelled correctly, you would have marked the space "5" on the answer sheet.

1.	1	prejudice
	2	rhythm
	3	symphony
	4	amateur
	5	none of the above
2.	1	picnic
	2	proceed
	3	glamourous
	4	government
	5	none of the above
3.	1	vacuum
	2	murmer
	3	prosecutor
	4	quantity
	5	none of the above
4.	1	correspondant
	2	kimono
	3	millionaire
	4	misspell
	5	none of the above
5.	1	kidnapped
	2	judicious
	3	irrelevant
	4	hygiene
	5	none of the above
6.	1	tendency
	2	dilemma
	3	drudgery
	4	observor
	5	none of the above
7.	1	familiar
	2	likeable
	3	nickel
	4	receive
	5	none of the above
8.	1	tragedy
	2	harrass
	3	integrate
	4	meanness
	5	none of the above
9.	1	accomodate
	2	ukulele
	3	advantageous
	4	villain
	5	none of the above
10.	1	nautical
	2	mathematics
	3	tying
	4	licence
	5	none of the above
11.	1	grammer
	2	Britain
	3	vicious
	4	fulfill
	5	none of the above
12.	1	buses
	2	comission
	3	diaphragm
	4	embarrass
	5	none of the above
13.	1	newsstand
	2	pigeon
	3	judgement
	4	traveled
	5	none of the above
14.	1	Wednesday
	2	sherrif
	3	sophomore
	4	occurred
	5	none of the above
15.	1	liason
	2	missile
	3	ninety
	4	occasion
	5	none of the above
16.	1	athletics
	2	benefitted
	3	cemetery
	4	wherever
	5	none of the above
17.	1	controlled
	2	unnecessary
	3	personell
	4	prerogative
	5	none of the above
18.	1	plaintiff
	2	usable
	3	delineate
	4	existance
	5	none of the above

19. 1 prurient
2 acquitted
3 committment
4 transferred
5 none of the above

20. 1 monotonous
2 exhilerate
3 allegiance
4 truly
5 none of the above

21. 1 achieve
2 seize
3 vengeance
4 sizable
5 none of the above

22. 1 pre-empt
2 auxiliary
3 baccalaureate
4 calendar
5 none of the above

23. 1 anyone
2 respondant
3 awkward
4 coolly
5 none of the above

24. 1 miniature
2 nieve
3 pavilion
4 liable
5 none of the above

25. 1 disappoint
2 maneuver
3 ninth
4 quotable
5 none of the above

26. 1 symmetry
2 fourty
3 assistance
4 foresee
5 none of the above

27. 1 equiped
2 kerosene
3 master's degree
4 obscenity
5 none of the above

28. 1 boundary
2 chronology
3 wierd
4 yield
5 none of the above

29. 1 neuter
2 noticeable
3 optimistic
4 silouette
5 none of the above

30. 1 gaiety
2 inoculate
3 barrel
4 prodigy
5 none of the above

31. 1 nutritive
2 nausea
3 flourescent
4 occurence
5 none of the above

32. 1 motion
2 municipial
3 preferred
4 pamphlet
5 none of the above

33. 1 neither
2 Philippines
3 Carribbean
4 diarrhea
5 none of the above

34. 1 crucial
2 foremost
3 nucleus
4 firey
5 none of the above

35. 1 khaki
2 sparce
3 candidate
4 hemorrhage
5 none of the above

36. 1 supercede
2 subpoena
3 appellate
4 pantomime
5 none of the above

37. 1 publicly
2 questionnaire
3 readable
4 canceled
5 none of the above

38. 1 wiener
2 allegedly
3 credability
4 necessary
5 none of the above

39. 1 exhibit
2 seperate
3 legitimate
4 leisure
5 none of the above

40. 1 attempt
2 desireable
3 donor
4 drunkenness
5 none of the above

41. 1 exaggerate
2 excitable
3 untill
4 wholly
5 none of the above

42. 1 independance
2 advertisement
3 wield
4 usually
5 none of the above

43. 1 category
2 civil liable
3 totaled
4 drowned
5 none of the above

44. 1 Babtist
2 brilliance
3 conferred
4 copyright
5 none of the above

45. 1 maintenance
2 pronunciation
3 pronounce
4 accidently
5 none of the above

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Spelling II

In some of the following sentences, one word has been spelled incorrectly. If a sentence includes a word that has been spelled incorrectly, mark the "2" space on your answer sheet. **If there are no spelling mistakes in the sentence, mark the "1" space on the answer sheet. DO NOT MAKE ANY MARKS ON THIS TEST BOOKLET.**

For example, read the following sentence.

"He ordered a stake and baked potato for dinner."

The word "stake" has been spelled incorrectly, so you would have marked the "2" space on the answer sheet.

Read the next example.

"He ordered a steak and baked potato for dinner."

Since the sentence is correct, you would have marked "1" on the answer sheet. Remember, mark "1" for correct or right sentences, and "2" for incorrect or wrong sentences.

46. He can throw the ball further than his brother can.
47. He lives in Austin, the state capitol.
48. The woman was short, fat and blond.
49. She paid me a complement.
50. The Supreme Court ruling will have a great affect on police methods.
51. "They're the people we've been waiting for," he shouted.
52. The proceeding program was prerecorded.
53. The commission is preparing its report and will present it tomorrow.
54. He charged the newspaper with civil liable.
55. The steering wheel came lose and the car careened out of control.
56. That is his principal concern at the moment.
57. That doesn't alter my convictions one bit, he asserted.
58. "I was mislead by your statement last week," he said.
59. He remained stationary while the others moved.
60. The statute in the park was covered by pigeons.

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Grammar and Punctuation

Some of the following sentences include grammatical or punctuation errors. Others are correct. If a sentence does include such an error, mark the "2" space on the answer sheet. If the sentence is correct, mark the "1" space.

For example, read the following sentence.

Accuracy and timeliness is often said to be elements of news.

Since the sentence is not correct, you would have marked the "2" space on the answer sheet.

Read the next example.

Accuracy and timeliness are often said to be elements of news.

Since that sentence is correct, you would have marked the "1" space on the answer sheet. Remember, mark "1" for correct sentences and "2" for incorrect sentences. DO NOT MAKE ANY MARKS ON THE TEST BOOKLET.

61. George Brown, who had never competed in a track meet before, came in first.

62. The organization distributes the information as part of their career-information program.

63. After the news conference in Morehead Planetarium which lasted approximately an hour, Ervin attended a symposium.

64. No classes will be held on Good Friday Chancellor Ferebee Taylor announced.

65. Allison described the Russian delegation to SALT I as capable, astute and persons who were serious and businesslike.

66. Wilson who was convicted on two counts of robbery received a 25-year sentence.

67. It is almost half past six, they cannot possibly arrive in time.

68. Project director, James Hale, refused to answer newsmen's questions.

69. He had French grandparents that lived near Lyon.

70. The governor talks as if he were going to run for president.

71. A staff of three lawyers and two doctors has already been selected.

72. I have only been stung by a bee one time.

73. The chances of him finishing the race are slim.

74. Jane Adams, together with the account executive and the media buyer, were attending a meeting with the client.

75. He hung his coat on the doorknob and began to write the story.

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76. Either the account executive or the two copywriters are coming to the meeting.

77. Each student should turn in their assignments.

78. He laid his pencil down and began to think about the ad.

79. He was the fastest of the two running backs on the team.

80. He had a headache and lay down to rest.

81. That's the dog who always sits in our class.

82. They use to live in that house when they were in graduate school.

83. The two murderers were hung at dawn.

84. The staff members had drank all the beer before I arrived.

85. Her sweater shrunk after being washed in hot water.

86. Chairman Mao has swum the river several times.

87. The mother cat drug her kittens across the barn floor.

88. He said he felt bad and was going home.

89. Each of the nine Supreme Court justices are appointed for life.

90. John Jones, the last speaker on the program kept his remarks brief.

91. The city editor, not the copy editors, is responsible.

92. The faculty-student committee have released its report.

93. Neither the copywriters nor the account executive were aware of the client's decision.

94. She invited Bill and me.

95. He set the bottle on the table and offered me a drink.

96. The number of agencies with computers has been increasing.

97. The committee thought a million dollars was sufficient for the investigation.

98. She referred to writers such as Norman Mailer and Tom Wolfe as examples of who not to copy.

99. The reporter said the U.S. media is the best in the world.

100. Whom will you stay with when you are in New York?

101. The column depicts John Dean and him as the real losers.

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/02. The car speeded away into the dark and rainy night.

/03. Whom do you think will be elected editor of the newspaper?

/04. "A good example," he said, "would be <u>In Cold Blood</u> the book by Truman Capote."

/05. The editor doesn't like your taking too many trips.

/06. Anyone can participate if they pay the money before the deadline.

/07. He rung the bells on Christmas.

/08. The data is insufficient to make a conclusion, he said.

/09. "Yes, I agree with the committee report," he said. "This is an important development."

/10. The bill will probably pass but a number of legislators will oppose it vigorously.

/11. It was a hard fought game until the half.

/12. "We could do as much or as little as we liked, he said.

/13. The Rev. James L. Brown will speak at 2 p.m. Thursday.

/14. Entering the room, an unusual sight was seen.

/15. Pressure from the Federal Communications Commission, combined with economic problems have hurt the stations.

APPENDIX C

The item analyses are for each of the two times the exam was given. In each case, students were to indicate "1" if the sentence was correct and "2" if it was incorrect "Upper" refers to the upper fourth of the students taking the exam (based on their total score), and "lower" refers to the lower fourth.

The difficulty index is the proportion of the students who answered the item correctly.

The discrimination index is calculated according to the formula:

$$d_{is} = P_1 - P_2$$

where:

P_1 = proportion of respondents with test scores above the 73rd percentile answering the item correctly

P_2 = proportion of respondents with test scores below the 27th percentile answering the item correctly

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use of possessive case with gerund

73. The chances of him finishing the race are slim.

JAN 1974

ITEM NUMBER	73						
DISCRIMINATION INDEX	0.5323	RESPONSE	1	2	3	4	5
POINT BISERIAL	0.4117	UPPER	7	18	1	0	0
DIFFICULTY INDEX	0.4432	LOWER	19	4	1	0	0
CORRECT RESPONSE	2	TOTAL	47	39	2	0	0

MAR 1974

ITEM NUMBER	73						
DISCRIMINATION INDEX	0.4141	RESPONSE	1	2	3	4	5
POINT BISERIAL	0.4622	UPPER	4	7	0	0	0
DIFFICULTY INDEX	0.4595	LOWER	7	2	0	0	0
CORRECT RESPONSE	2	TOTAL	20	17	0	0	0

punctuation for nonrestrictive clauses

104. "A good example," he said, "would be In Cold Blood the book by Truman Capote."

JAN 1974

ITEM NUMBER	104
DISCRIMINATION INDEX	0.4800
POINT BISERIAL	0.2777
DIFFICULTY INDEX	0.9231
CORRECT RESPONSE	2

RESPONSE	1	2	3	4	5
UPPER	0	26	0	0	0
LOWER	4	13	0	0	0
TOTAL	6	72	0	0	0

1974

ITEM NUMBER	104
DISCRIMINATION INDEX	0.2222
POINT BISERIAL	0.3022
DIFFICULTY INDEX	0.8333
CORRECT RESPONSE	2

RESPONSE	1	2	3	4	5
UPPER	0	11	0	0	0
LOWER	2	7	0	0	0
TOTAL	6	30	0	0	0

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108. The data is insufficient to make a conclusion, he said.

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JAN 1974

ITEM NUMBER ---------- 108						
DISCRIMINATION INDEX --	0.4646	RESPONSE	1	2	3	4	5
POINT BISERIAL --------	0.1478	UPPER	3	23	0	0	0
DIFFICULTY INDEX ------	0.8082	LOWER	3	10	0	0	0
CORRECT RESPONSE ------	2	TOTAL	14	59	0	0	0

JAN 1974

ITEM NUMBER ---------- 108						
DISCRIMINATION INDEX --	0.1313	RESPONSE	1	2	3	4	5
POINT BISERIAL --------	0.1486	UPPER	1	10	0	0	0
DIFFICULTY INDEX ------	0.8333	LOWER	2	7	0	0	0
CORRECT RESPONSE ------	2	TOTAL	6	30	0	0	0